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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR APRIL 2, 1928

EDITORIALS:—
Educational Ladders 407
Personnel Service 408
Commercial Teachers' Activities 408
Henry Ford's Latest 408
An Important Recognition 408
Kelly Succeeds Upham 409
The Chicago Action 409
Harvard Teachers' Association 409
Common Sense and the Child 409

BELDING'S PAGE 410

SCHOOLHOUSE VENTILATION 411
By Clarence H. Dempsey

THE TEACHING OF MODERN WORLD HISTORY 412
By Matthew L. Dann

APPLIED PSYCHOLOGY 415
By Robert R. Clark

OUT OF HIS TREASURY (Poem) 416
By Helen W. Ludlow

KEY TO SUPERVISION 417
By A. L. Threlkeld

SUPERVISION 417

AN INTERESTING MEETING 417

SIGNIFICANCE OF HEALTH IN EDUCATION 418
By Henry S. Curtis

RHODES SCHOLARS 419

THINGS TO REMEMBER (Poem) 419

PERSONAL AND PROFESSIONAL 420

SCHOOL PROBLEMS 422

CHARACTER CHATS 423
By Joseph B. Egan
Nimble Fingers 423
My Garden 423
Mountain Treasure 423
The Shield and Spear 424
Faith 424

EDUCATION IN ACTION 425

TREND OF THE TIMES 427

THE BOOK TABLE 428

GRINS BETWEEN GRINDS 429

JOURNAL MAIL BAG 430

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EDITORIALS

Educational Ladders

ARE schools created to save money or to promote efficiency of a generation? There is just now a tendency to treat public education as a system of money saving. Whoever can spend less on public schools is regarded as a princely educator, as a master mind in American affairs. If the chief end of the education of those who are to be the America of the future is to save money then insist upon replacing electric lights by tallow candles, motor boats by rowboats, automobiles by ox carts.

The business and professional world, the buying and selling, the harvesting and marketing will be infinitely more complex for the boys and girls of today when they are men and women than anything that is now known.

To think of education as a money-saving business is as near idiotic as anything the human mind can conceive.

Some years ago when Dr. Corwin, surgeon-in-chief of the Colorado Fuel and Iron Company, was to build a hospital at Pueblo, he proposed to lead the world by having no stairs, using inclines everywhere, because men wrecked by mine tragedies could not be carried up stairs or in elevators without great physical pain, while they could be wheeled up inclines with no changed sensation.

The architect of the company positively refused to build as Dr. Corwin had planned. The president of the company went from New York to Pueblo to settle the question. The architect had the first hearing, and he presented elaborate figures to show how great would be the cost of such a building. It would necessitate greatly enlarging the whole plant.

The president from New York, turning to Dr. Corwin said: "He seems to have made out a good case."

"No case at all," said Dr. Corwin.

"What do you see wrong about it?" said the president.

"It is recklessly extravagant," said Dr. Corwin. "If we are building this hospital to save money, we should use ladders."

The president smiled; the architect, disgusted, left the room and built the inclines.

If the chief end of education is to save money by all means use ladders.

Personnel Service

ONE of the most important departures in teacher training is special attention to personnel service. It is not easy for professionalists to realize that personnel service is comparable to subject method devotion. There are a few State Teacher Colleges that place attention to temper and temperament above Intelligence Quotient or subject method for a teacher who should set a noble example for thirty or more children in school and community, and now New York University goes as far as its summer session in giving courses in guidance, counseling, and personnel service for educational and vocational counselors, deans of men and women, teachers, school administrators and others interested in student personnel problems. The course is designed to furnish a general overview of the evolution and present status of the personnel movement, and indicates the necessity for a program of personnel service in the home, school and industry.

The Drama League of America is sponsoring the first European Theatre tour with academic credit for learning from the theatre workshops of Europe.

Commercial Teachers' Activities

THE Eastern Commercial Teachers' Association meeting in New York City, April 5-7, promises to be of exceptional interest. The first of a series of three yearbooks, "Foundation of Commercial Education," will be the basis of all addresses. The phrasing of the topic will be "Where Are We Going in Commercial Education?" The addresses will deal with the following subjects: "What Kind of Business Life Should be Built?" "What Method of Work Will Build a Commercial Education That Will Fit the American Business Life?" "What Scientific Data is now Available for the Reconstruction of Commercial Education?" "What Are the Vital Problems in Commercial Teacher Training?" "Should Commercial Teachers Leave Outstanding Leadership of Commercial Education to the Department of Superintendence?"

Some of the slogans of the April 5-7 meeting will be: "The things boys and girls do are the things they learn. Commercial education is a *doing* education. Furthermore it is basically an economic education and as such penetrates to the heart of life's activities and consequently American education. The economic life is the warp of the social order. The object of an adequate program of education must be an economic efficiency, balanced by a recognition of the broader and more permanent interests of society and tempered by an unequivocal exaltation of human over material values. Commercial education is one of the most potent forces for the socialization of American education in keeping with a philosophy that will lead human achievement to a highest type of civilization. Commercial education should be at the heart of American education, even as business (economic) life is at the heart of American life.

The problem of the retarded child is being solved in many states and cities.

Henry Ford's Latest

THIRTY boys, all around fifteen, are to have a four-years' course near the Wayside Inn, Sudbury, Mass., which will teach them all the standard high school subjects, provide a complete trade school curriculum, and include the advantages of a private boarding school. Yet the pupils, far from paying tuition, will be paid wages sufficient to cover all their living expenses and leave them some spending money.

This experiment has been undertaken by Henry Ford for the benefit of State wards, selected with the assistance of the Massachusetts Department of Public Welfare. The scholars will live there all the year and at the end of the four years, if they wish, they may continue their technical education at the Ford plant in Detroit with the prospect of subsequently joining the Ford organization.

In addition to taking regular high school subjects, the students will be taught to grow things and to make things. The purpose of the wages is not only to give the boys independence but also to teach them the importance of thrift and the basic principles of intelligent spending.

Dean William Fletcher Russell of Teachers College, Columbia University, will be inaugurated on April 10. On that day and on the 11th there will be a National Conference on the major issues of professional education and methods of meeting these issues.

An Important Recognition

THE first charter ever granted by the Board of Regents of the State of New York to a secondary school outside the state has been given to the Chateau Neuvic School, Dordogne, France.

In departing from a practice of 150 years the New York State Board of Regents has granted the charter on account of the scholastic standing of the school and the unique opportunity it offers for the education of American boys in France. The service of the school applies especially to American families resident in Europe, as well as to those who wish to send their sons to a foreign school, where an American education will be offered with a foreign background.

The Advisory Council of the School consists of the headmasters of St. Paul's, Groton, Kent, St. Mark's and Episcopal Academy. By special arrangement with these schools credit can be

secured for the work done at Chateau Neuvic, so that a boy can resume his studies in this country later on, without loss of academic standing.

The school is officially recognized by the National Council of the Episcopal Church in America. Rt. Rev. Charles H. Brent, Buffalo, is the chairman of the school's board of trustees.

Kelly Succeeds Upham

FREDERICK J. KELLY, dean of administration, University of Minnesota, succeeds A. H. Upham as president of the State University of Idaho, at Moscow. Few educators have been as uniformly and universally successful in the last twenty years as has Dr. Kelly. At Spearfish, South Dakota, State Teachers College, 1908-12, he made a reputation for professional achievement which took him to Emporia, Kansas, State Teachers College, from which position he was early transferred to the State University of Kansas, where he at once attained a reputation which brought opportunities for important national professional service. He has been dean of administration at University of Minnesota for five years.

The Chicago Action

THE expected and inevitable has happened, and the eight members regarded as distinctly "Mayor Thompson members" voted that William McAndrew "be removed, dismissed, and discharged."

It has not been the custom of the Journal of Education or its editors to assume superwisdom in regard to any local internal administration disturbance. We tried to mind our own business when Chicago's treatment of six superintendents has astonished the school men of the country.

This is entirely unlike anything hitherto known in American history, but we go no farther in our comment than to quote a member of the Chicago Board of Education in recording his vote against the resolution that Mr. McAndrew "be removed, dismissed, and discharged": "This trial has awakened derision and laughter throughout the nation. The only person who has profited by it is Superintendent McAndrew. He has been made a martyr, has come to be regarded as the country's foremost schoolman."

Harvard Teachers' Association

THE thirty-seventh annual meeting of the Harvard Teachers' Association was a very interesting and profitable one. At the close of the business meeting the association assembled at a luncheon. President Ada Louise Comstock of Radcliffe College was toastmistress, which may have accounted for the unusually large number of women present. In her introductory remarks she likened "Student Responsibility" to the rust resistant wheat in red rust, and suggested that perhaps the colleges' task was to develop the "distraction resistant student."

President J. Edgar Park, in his delightful and charming way, gave some reactions of college life on students.

President Hamilton Holt told the story of Rollins College, Florida, where the plan is to have seven hundred students, four hundred boys and three hundred girls, with a corresponding faculty and housing conditions, a plan beautifully definite and clearcut.

The instructors are selected on the recommendation of former students and teachers. The entrance of students is based on faithfulness and capacity to improve. The lecture and quizz plan is entirely abandoned, and a laboratory, library procedure of students and professor sounding to many like some of our modern elementary school methods was outlined. A day of four hours' mental work, two hours' mental-manual work, and two hours' physical education leaves the student free for the remainder of his time. No "cuts" are permitted. His summary was "putting Socrates on an eight-hour day."

Common Sense and the Child

A PET phrase of ours has been: "Common sense without psychology is better than psychology without common sense." We have realized that much of the pageantry of modernism is sure to end in funeral processions, and we are not surprised to see one of the great daily papers of the day publish this editorial on "Common Sense and the Child," in high praise of Dr. Henry C. Morrison of Chicago University and Dr. Mark A. Day of Yale:—

"Half-baked psychologists have been deluging the world of late years with revolutionary proposals for the upbringing of children. And any quantity of children as a result have been sacrificed as laboratory experiments. Let us admit that the stratified, rule-of-rod regime associated with strict Victorian ideas needed a charge of dynamite here and there in the shape of humor. To go to the other extreme of sentimental indulgence and *laissez faire*, as so many of these glad apostles have urged, has been equally ridiculous. For that matter, no system of procedure is of any value that contemplates a blanket application. Children respect neither bullying nor license, and, least of all, the indignity of subjection to something that ignores their individuality. And what they don't respect will do them no good.

"Common sense in the upbringing of children, it may be assumed, is a recognition that each child is a person and must be dealt with as such, also that in any scheme for his training genuine affection should be mixed with intelligence in about the proportion of 75 to 25."

Belding's Page

THE SUBSTITUTE TEACHER

WHAT have we not suffered—and enjoyed—from substitute teachers! The best of them labor under a handicap. They come into a classroom filled with strange children. They take up loose ends of the work. They plunge into subject matter that is unfamiliar to them. They misunderstand the temper and atmosphere created by the regular teacher.

The pupils lose no opportunity to try out the substitute. They try her on discipline. They try her on knowledge. They try her on everything. They are in hopes her stay will be equivalent to a vacation.

Now it might be a pity to disappoint the boys and girls. But the school year is composed of only so many weeks. Certain work is scheduled to be done. And the pupils really cannot afford an extra vacation, or worse, at the hands of the substitute teacher. There are but two ways to prevent this waste of time. The first is for teachers to take better care of their health, so they will not need to be absent so much. In some cases the school authorities may encourage absences by a too liberal policy of paying for time lost by teachers. The other way is—to employ experienced, mature teachers as substitutes, instead of the green young things so often assigned to this really difficult work.

A SUPER-HABIT

THE best habit of all is a habit of not becoming too tightly bound by habit.

Let multitudes of minor decisions be delegated to that most useful of human faculties. No one is more to be pitied than the person who is forever debating infinitesimal acts that ought to have been turned over long ago to the lower brain and nerve centres to manage.

The reference here is to the habit of an open mind upon matters demanding intelligent thought—matters upon which the evidence may change from year to year or from day to day.

To judge of present issues by the standards of fifty or even ten years ago is to become soured with life.

A columnist has remarked that "We not only do not know what is going to happen next, but we don't know what we shall think of it when it does happen."

Some people know far in advance what they are going to think of the next generation and its doings. They are going to suspect and dislike it. And the suspicion and dislike will be reciprocated.

Teachers who have the happy faculty of cultivating in their pupils an open mind toward truth in its fresh manifestations render an inestimable service.

In order to render such service, the teachers themselves must live and walk in that spirit. They must care more for truth itself than for any convenient shelter along the road to truth.

Teachers can give to others only that which is a part of themselves.

All of us have met teachers with the habit of an open mind—a habit they retained to the end of their days. Such teachers have inspired and helped us.

"BROWSING DAY"

LONGFELLOW School, at Riverside, Cal., has an institution known as "browsing day." Once every few weeks a day is set apart for pupils to select at will from dozens of books that have been borrowed from the public library and are displayed around the sides of the classrooms. Pupils are allowed to choose their own time to browse, but their school work must be completed at some time during the day. From the hundred or more books ranged about the room each pupil may select five, the titles of which he notes down on a sheet of paper.

Here is an excellent means of establishing a connection between the school and the public library, and a pathway to that interest in reading which it should be one of the chief aims of every school to cultivate.

"EAST OF SPAIN"

A PUPIL who was asked to locate the islands of Corsica and Sardinia replied that they are "west of Italy."

The teacher shook her head and called on another member of the class.

"East of Spain," was the answer this time, and it was accepted.

"East of Spain" fitted the niche prepared for it in the teacher's head. "West of Italy" did not.

A glance at the map shows the islands to be nearer to Italy than they are to Spain.

The case is cited merely to call attention to the need that teachers extend their viewpoints to take in those of their pupils. To rule that Sardinia and Corsica are east of Spain and not west of Italy, or vice-versa, is to be arbitrary. Youngsters do not like arbitrary teachers. Neither do they respect such teachers.

In order to accept guidance a child must have confidence in the guide.

Intelligent young folks will give their best efforts only to the teacher with imagination, sympathy, and a broad-gauge soul.

Anson W. Belding

Associate Editor.

Schoolhouse Ventilation

By CLARENCE H. DEMPSEY
State Commissioner, Vermont

IT IS interesting to note the different attitude people and nations have regarding proper temperature and fresh air. As one travels from place to place, one is reminded of the old jingle on bean porridge:—

"Some like it hot, some like it cold,
Some like it in the pot nine days old."

Really it is not difficult to find places where the air smells as if it were nine days old instead of being fresh and clean.

We are as a rule fearful of drafts, and the old-time practice of sleeping in closed rooms to shut out the dangerous "night air" has not by any means entirely disappeared.

Not so very long ago people suffering from pneumonia, tuberculosis and many other diseases were carefully protected from the very thing most necessary for their recovery—fresh air.

But we are happily learning better. We know the need and value of fresh air for health and vigor—not just as a theory, but as a practice. To be sure, when late fall comes on we begin to put on double windows and weather strips and in public buildings and schoolhouses carefully close all doors and windows sooner than we should, but on the whole we are improving.

Nevertheless we are still far from giving the matter of a constant supply of pure, fresh air, properly heated, the attention and care it deserves. This applies to schoolhouse ventilation and with especial force to older buildings not equipped with an adequate system.

There are several reasons why schoolhouse ventilation is exceedingly important.

First, it is supposed to be an active workshop where vigorous mental activities are carried on. This cannot be the case in rooms that are too hot and stuffy, nor indeed where the air is cool and dead. There must be a constant circulation of gently moving fresh air to take the place of foul air that is drawn out through a proper outlet.

Second, children (unless sickly) are warm-blooded creatures with good circulation. They are rapidly growing and need plenty of oxygen to make them thrive.

Third, fresh air is not only one of the best cures, but also one of the best preventives of sickness. Children as well as adults are susceptible to contagious diseases, *which are most easily propagated in poorly ventilated rooms.* Merely as a means of keeping well, proper ventilation should always be looked after.

In the next place, fresh air is profitable and foul air is expensive. When neither teacher nor pupils can work efficiently and comfortably, nobody gets full value for money expended, *and for the children the loss is permanent.*

Now the essentials of good school ventilation are very simple indeed. They are as follows:—

There must be plenty of chance for fresh air to come into the room at a proper temperature.

It must enter in sufficient quantity and in such a manner as to spread all through the room evenly.

There must be equally good opportunity for foul air to be constantly drawn out of the room *at the floor level.* This is important because cold air descends and will stay near the floor unless forced out. It is also important because the carbonic acid gas breathed out by pupils is heavy and tends to sink to the floor whence it should be drawn off as completely as possible.

The system must be so installed *and so managed* that it will work efficiently. Oftentimes some defects in the installation will prevent its proper operation. Perhaps fully as often the system may be all right, but the way it is handled may be all wrong.

The typical satisfactory school ventilation system consists of a fresh-air duct of ample size which admits fresh air from out-doors, conducts it to the heater where it is warmed, then conducts it on to an opening high upon the schoolroom wall. Here it pours out at sufficient velocity to spread to the opposite wall, then be diffused all over the room.

As near the fresh-air duct as it may be placed, but with the opening at floor level is the foul-air outlet. This outlet enters a flue which runs up through the roof where a ventilator helps carry away the foul air. This opening and flue should be of about the same size as the fresh-air inlet. *It is important* (unless a mechanical system is installed) *to have the foul air heated to create a draft,* otherwise the system may not work. Cold air may even come down the foul-air flue.

The above description applies to all hot-air systems, and also to steam and hot water systems where provision is made for supplying heated fresh air. There are some things to remember and observe at all times:—

First. The system will not work unless there is sufficient heat in the furnace to keep the circulation of air up.

Second. The system will not work unless both the fresh-air inlets and the foul-air inlets are open. The mistake is frequently made by janitors or teachers of shutting the damper or opening that admits fresh air from out-doors. *It must be kept open wide enough to admit plenty of air.* The exact amount will be determined by the weather.

Third. Windows may be opened to supplement the ventilating system as weather demands. They should be provided with window boards or with cloth-screened frames at the bottom so that incoming air will be thrown up toward the ceiling. The teacher will have to experiment with window ventilation until she knows how to manage it properly.

Fourth. The system will not work without attention. Too often bad air and temperature are simply due to carelessness, and neglect. It is part of the teacher's duty to watch the thermometer (which should be placed near the centre of the room at about the height of children's heads); to see that the ribbons at the fresh-air inlet are constantly fluttering, and to make sure that dampers, heater, and windows are properly adjusted. Oftentimes less attention is given to temperature and ventilation in a schoolroom for a whole session than a cook gives to baking a cake. Yet school ventilation is vastly more important.

Fifth. A schoolroom should be flushed out with fresh air several times daily. This is easily accomplished by throwing windows wide open for a few minutes while the pupils take some lively setting up and deep-breathing exercises. This should be done about 10 o'clock, 11 o'clock, and 2.30 o'clock. A teacher who follows this plan regularly will be rewarded by keener minds, sparkling eyes and greater contentment.

If fresh air is one of the best cures for sick people, it surely is of prime importance for healthy boys and girls--and teachers.

The Teaching of Modern World History

By MATTHEW L. DANN, A.B.
Principal of Richmond Hill High School,
City of New York

IT IS ONE of the axioms of the so-called new history that the study of the past yields its richest dividends in broad and sympathetic understanding of the present. We know the institutions, problems, and ideals of our own time best through seeing how they came to be what they are. Since the progress of social evolution has been so marked and so obvious during the past century or two, therefore teach modern world history predominantly, or even exclusively—so runs the conclusion which seems to be pretty generally current among teachers of history and moulders of school curricula.

While in accord largely with this attitude, may one still deplore the neglect of the ancient and medieval fields, if for no other reason, because they shed so much illumination upon modern history? Can any real world history course ignore the multitudes of contributions to modern life made by generations of remote time? Simple illustrations which ought to be thoroughly familiar to every high school boy or girl are the monogamous family; the phonetic alphabet; ethical, monotheistic religion; the solar calendar; the doctrine of the divine right of kings; the drama; expressive languages; the monetary system of exchange; basic principles of engineering and of architecture; uniform principles of written law as a bulwark of justice; the Christian church; and so on. Yet, how little historical light is cast upon such features of the modern world by a study of the modern period exclusively! And how easy it is now-a-days in many high schools for the student to reach graduation blithely ignorant of world history enacted before the time of the Grand Monarch.

The natural remedy would seem to lie in a simple, well-pruned, sensible course in earlier World History set as a prerequisite for the study of the standard modern history course. Many schools do cover the ancient and medieval periods as a part of their work in history, but congestion of the curriculum seems generally to result in an elective course scantily patronized. Where this is unavoidable, there might well be at least a brief survey of the great achievements of the earlier past as an introduction to the modern period—such a survey as is provided in several of the standard texts dealing more intensively with the past century and a half. Then at any rate the pupils would realize that civilization did not originate suddenly under the master hand of Frederick II or George III or Louis XVI.

But, assuming that our course in modern world history must deal mainly with the last fifteen or twenty decades, there is evident need of the most discriminating culling and choosing of topics in the bewildering abundance of material available. How shall the teacher make the selections?

An easy, but rather flabby, way is to depend upon the judgment of the author of the text in use in the class, or upon the list of topics enumerated in some official syllabus. A more robust leader will insist upon weighing and testing for himself the content of the course, and will decline to emphasize or even to discuss in class any event or fact of history which lacks real importance, judged by its lasting influence or its inherent interest. If teachers of history would ruthlessly apply this standard and demand textbooks in harmony with it, the remaining lumber which still clutters many texts and deadens history work would soon vanish. Vital facts and these alone

to be taught, but taught searchingly, dramatically, and in the broad sweep of their significance!

Again it is important that these hand-picked topics for study be treated as organized unities rather than as strings of events; and that, within reason, each large topic be labeled with an appealing caption, possibly a caption with even a journalistic tinge. Realizing how dependent upon proper organization of subject matter in any field we all are for our grasp of information and our clarity of thought, we teachers of history surely ought to give our pupils no jumble of disassociated items but close-knit unified topics capable of scientific organization. Then let us use attractive and awakening headings rather than epitaphs.

Assuming that the teacher knows his "onions" reasonably well historically, and that he has clear convictions on what to teach and what to omit, how can he make the daily recitation most productive educationally? Without claim to novelty or originality, the following principles are offered, based on an extended experience as teacher and supervisor.

(a) The teacher's daily preparation. However complete one's historical knowledge, and ripe his experience in the classroom, no teacher of history can hope to be inspiring without some thoughtful daily preparation of his own. There is the imperative need of fresh contact with the subject matter, of again evaluating and organizing the material around central ideas, of consciously and constantly re-relating the past to the kaleidoscopic present, of selecting unhackneyed illustrative material of all sorts, of keeping the dust and the rust off one's own thinking and teaching.

(b) The assignment and home work. Systematic home study, all will probably agree, is a prerequisite of a successful history recitation. This preparation on the part of the pupils should be made thoughtfully and guidedly. The teacher's assignment, therefore, must needs reflect real skill and vision. It may consist of an allotted section of the text, of a topic to be studied with the aid of the index, of outside reading to be done, of conclusions or observations to be recorded, or of other sorts of tasks. In any case, the assigned task should be definite and precise. Equally important—the assignment should be full of leads and suggestions. It should challenge the student repeatedly to reflect and evaluate as he studies, not merely to learn facts.

To accomplish this, it is desirable to give the class sometimes a few definite questions to be answered either mentally or in writing. These should always be carefully planned in advance, designed to stimulate thorough mastery of the facts and real thinking at the same time. For instance, in a lesson on modern Canada, questions like these might be given: Why were the people north of Lake Erie violently opposed to the United States in the war of 1812? Why is Quebec still French in character? Reasons why the Canadians early sought self-government, and why it was granted by England. What form of self-government did they choose? Why this particular form? Describe its workings.

Sometimes the entire assignment might be thrown into the form of one major problem to be well worked out. As, for instance, make a careful comparison between Australia and New Zealand as interesting democratic lands; or show ways in which the leadership of Bismarck after the Franco-Prussian war was beneficial and how detrimental to Germany; or study the importance of oil in the social, economic, and political life of today; or study the aims and accomplishments of influential leaders of modern imperialism in England, France, Germany, United States, and Italy.

(c) Classroom discussions. Happy the history class which has every day a freshly prepared, mentally alert, and clear-seeing teacher. Doubly fortunate that teacher if he faces daily a group of young people who have thoroughly learned that day's quota of facts, have already worked them over in part, and are eager for a searching and expanding examination of those facts under the guidance of a broad-visioned leader!

What is the best form of class recitation in modern history? No stereotyped form will do. Variety in procedure there must be if teachers and pupils are to escape suffocation. And along with the variety, always something more refreshing and more broadening than a mere drill on uninterpreted facts. No doubt, there will be direct questioning and answering much of the time; but the questioning should lead to analysis, reflection, comparisons, deductions, evaluations, the exercise of imagination, moral judgment, etc., all carried on in the atmosphere of a friendly co-operative conference in which the teacher always leads, but never monopolizes.

Then, variety may be introduced occasionally in the form of a debate, of simple talks by pupils on illuminating bits of outside reading, of reports on current events related to the day's work, of simple dramatization of great events, of numerous sorts of illustrative material effectively interspersed.

In this sort of work the type of questions used is of prime importance. Pupils must be continually stimulated to think out conclusions, not merely to recall. The teacher must have his lines of thought clearly blocked in advance, and perhaps even several of the precise questions to be used. Queries and hints found in the text ought to be generously used, but the resourceful teacher will not lean upon them unduly.

(d) Supplementary reading. Outside reading, when overworked, may readily become a fetish or an incubus. Its normal function is to illumine, to broaden, to stir imagination and interest. This would seem to mean that the readings should

relate closely to the subject under discussion, that no readings should be assigned except those which pupils can assimilate and read with zest, and that interesting reports on readings should be interwoven with the regular group discussion on the related topic.

Thus, while the class is studying modern conquests of space, a pupil might give a simple talk on Ball's final triumph in making the voice carry, based on the account in R. S. Holland's *Historic Inventions,* or in H. Thompson's *Age of Invention.* Or the human value of modern scientific discoveries might be vivified through a stirring report on the work of Dr. Reed and others in solving the mysteries of yellow fever, using T. J. Moon's *Biology for Beginners,* W. A. DuPuy's *Uncle Sam's Modern Miracles,* or F. J. Haskins's *The Panama Canal.*

Or the reading might well be in such books as K. S. Latourette's *Development of Japan,* or his *Development of China;* J. F. Fraser's *Canada As It Is;* W. R. Thayer's *Throne-Makers;* H. E. Barnes's *Genesis of the World War;* P. T. Treat's *Japan and the United States;* or C. R. Fish's *The Path of Empire.* The precise topic to be covered should be indicated, phrased in such a way as to suggest the nugget to be found in the reading.

The vital point here is to use only really choice readings, and to see that they function in adding value to the classroom discussions.

(e) Current events. If we study world history in order to know our own human world, events of significance happening before our very eyes ought evidently to be examined in their relation to great movements and world problems. No happening should be considered simply because it is current, but only those which seem to be of broad meaning. These should be treated as efforts to trace through to the living present vital topics of the history course. Thus, the Japanese election of February, 1928, might well be treated in an examination of the broadening of the franchise or of the comparative advance of democracy in various countries; or Lindbergh's historic flight or his later good-will tour in Latin America might focus attention on the process of making the world a neighborhood; while the Pan-American conference of 1928 at Havana could easily be related to American leadership in the Caribbean region or to the importance and influence of international congresses. When wisely selected and correctly related to earlier history, current events may be one of the most helpful means of awakening the sense of that historic development through which the present is always being evolved from the past.

In any case, the current topics should be handled on the same principles as a textbook lesson or a bit of supplementary reading—always in relationship to a live topic and always with plenty of analysis and interpretation through questioning.

(f) Illustrative material. Closely related to supplementary reading and current topics is the use of illustrative material. Resourceful teachers will find many varied devices for enriching their world history courses so as to quicken interest, develop imagination, and make real to pupils events, ideas, conditions, or personages treated in the daily work. At the same time teachers of clear perspective will carefully refrain from allowing the illustrative features to overshadow or displace the task of analysis and interpretation of historic data through the medium of clarifying questioning.

One good way to introduce illustrative matter is by having well qualified pupils read to the class literary selections which dramatically express attitudes toward the events studied at the time. Such readings should always be thoroughly prepared in advance so that the reader shall know just what his selection is intended to illustrate, and how to present it in a telling way. Illustrations of readings suitable for this purpose are Mrs. Browning's *Cry of the Children* in connection with the evils of unregulated work in the early factories; Bismarck's blood and iron speech; Napoleon's famous appeal to his soldiers in Italy before his first campaign; or Kipling's *White Man's Burden,* as a poetic idealization of high grade imperialism. Timeliness of use at the strategic point in the recitation is of first importance.

Of great possible value, too, for visualizing effects are screen views; dramatizations in class; pictures, such as cartoons, and photographs of important persons, places, or events; supervised visits to museums, historic buildings, and scenes of historic occurrences. Copies (or the originals) of good painting of great historic scenes may become mines of vitalizing and enlivening impressions. Paintings such as Orchardson's picture of Napoleon as a prisoner on the voyage to St. Helena; Wagner's representation of Bismarck arranging the treaty of Frankfort with Thiers; or vonWerner's Congress of Berlin, are illustrations of the sort of pictures suggested for this use. Such pictures, in fact all pictures worthy of a place in a history text at all, deserve more than a casual notice. They should be carefully analyzed under questioning appealing to the imagination and to the power of interpretation.

Sometimes good effects as well as valuable training of the imagination can be secured by having pupils describe past events in the first person in the form of letters, diary entries, speeches, etc., taking special pains to get the setting and atmosphere reasonably accurate.

In all such cases there should be a clarification of the setting and the significance by means of questioning, preferably, or of simple direct explanations. Striking mental pictures of persons, actions, and the like should go hand in hand with distinct ideas of the meaning to be illustrated.

(g) World outlook. As a valuable by-product of their course in modern history, our pupils ought

to get at least a glimmer of world outlook—some sense of the close interrelation of modern peoples in their points of view, their aspirations, ideals, and problems as well as in their economic and political contacts. Studies of similar movements in different countries and comparisons of such developments here and there may be helpful. For instance, it is desirable to study the advance of the Industrial Revolution on the Continent and in the United States after understanding well its beginnings in England. A study of the growth of political democracy in England, France, United States, Japan, and Germany; or of the spread of popular education in various lands; or of the gradual extinction of slavery; or of the extension of modern means of communication without regard to national lines might help to awaken or to broaden the sense that "in the gain or loss of one race all the rest have equal claim."

The study of world history in its modern phases ought to be one of the most enlightening and humanizing parts of a secondary school course. Whether it will be such depends in a superlative degree upon the intelligence, the resourcefulness, the imagination, and the human interest of the teacher.

Applied Psychology

By ROBERT R. CLARK
Dillon, Montana

THE above term is the title of a recent book. But the reading matter therein may not be so practical for a teacher as the title suggests. Psychology can, of course, be applied to any "situation" in which the mind is concerned, but for the teacher it should have a direct bearing upon "education."

"We think in order to act." "We learn in order to do." "Knowledge is power"—when applied.

In the brief course required in our normal schools it is an aim of the instructor to make the course "more or less practical"—of some practical worth to the prospective teacher. Occasionally letters are received from former pupils, giving evident indication that some of the principles listened to and discussed in "psychology" have been successfully applied. With this aim in view, in a western normal school, occasionally in final examinations a very practical "question" is given. It varies in form from: "Tell of mistakes your teachers have made because they did not make use of psychology," to the more complete directions: "Explain how a study (or knowledge) of psychology would have been, or was, of value in teaching. Give five 'points' and illustrate each from your past experience as a teacher, or as a pupil; i.e., show how what was done was wrong because psychological principles were not applied; or what was done was right because psychological principles were applied."

With the thought that some of these illustrations may be suggestively helpful to many of the readers of the Journal of Education, we quote a few of these returns abbreviated.

"About ten years ago my younger brother was using his left hand in drawing. The teacher . . . made him draw with his right hand. He could not draw well, and became hard to manage. About March it was hard for him to read aloud, and he could not yet write his name. My mother took him to a doctor, who said if he was made to use his right hand he would become a stutterer. He was changed back to his left hand, and is now all right."

In the course in psychology the student learns that because of the location of the speech centre and its close connection with the more-used hand-and-arm centre it is unadvisable to change a left-hander into a right-hander.

Another similar illustration. "One third grade teacher tried and tried to get one left-handed pupil to write with his right hand. Finally he did so with some degree of success, but a speech defect resulted. Had the teacher known this was apt to happen she would not have tried to change his natural handedness."

There are certain physiological conditions a teacher should recognize that are studied in psychology. Several pupils mentioned instances of poor work done because the teacher did not notice defects in sight and hearing, and the following is an interesting illustration of a somewhat unusual physical condition of the retina. "Two winters ago at Christmas time we were having a church party under the direction of one of the high school teachers. One of the large boys was selected to play Santa Claus. The time arrived for Santa's appearance and you should have heard the uproar, for Santa was all dressed in green. This boy was color-blind to the nth degree." (About one in every twenty boys is color-blind.)

The following also relates to a physiological condition: "If Miss G. had realized that the reaction time differs she would have been more fair. But she just gave time for a few to finish. . . ."

This, relating to the senses: "In teaching the story of 'The Three Bears,' I allowed the children to dramatize the story after reading it. This helped them to have a better conception of the

story because they perceived the story through hearing, sight, and muscular sense."

Another reference to concepts: "If Miss E. had realized or known that concepts differ with each pupil, she would have been more successful, but she just gave credit for her own opinions on things."

The next four illustrations relate to principles concerning instincts.

"I had three teachers during the third, fifth and sixth grades who would not come out and direct our playground activities. Consequently our instincts for fighting, teasing, bullying and (bad) gregariousness got the best of us. If these teachers had studied psychology they would have known that these instincts could be developed for good."

"In my teaching experience in a rural school I had a pupil who took delight in teasing the little girls in his grade. By substituting games and supervised play I managed to get him to cooperate with the pupils rather than to tease and bully them."

"When in the fourth grade a group of us boys got into the habit of going to an old barn and smoking every day. We had the gregarious instinct, but evidently the teacher did not realize it or she would have organized our play."

Harmful tendencies may be checked or changed by disuse as well as by substitution as is shown in the following experience: "A very sensitive child cried when things did not go as he thought they ought to, or when the teacher spoke even the least bit crossly to him. Even in the sixth grade he would burst out crying in the middle of a recitation and caused a great deal of confusion. The teacher made a careful study of the case and decided to ignore him when he cried and make the rest of the pupils ignore him. It was not long until he stopped crying so much and overcame his self-consciousness."

Neglect of the "law of association" is shown in this illustration: "In the courses in ancient and American history I took in high school, memory work was over-emphasized. There was no attempt to cultivate the ability to associate facts, and consequently as soon as I was through with the courses I forgot much that I had memorized."

The value of motive: "In every grade I have been in, children have been kept in school at recess to learn their lessons. This does not help them. If the teacher had used the psychological principle of supplying a motive for the pupil learning, the trouble would have been avoided."

Space being limited, the only other illustrations will be those relating to habit.

"When I was in the sixth grade I had a teacher who when we whispered or were late to school made us memorize two or three stanzas of some poem as a punishment. If she had known the 'law of effect' she would have avoided using that kind of punishment. As a result I haven't much love for poetry."

"When I was in the seventh grade my teacher could not see why I did not improve (in penmanship). The reason was because my daily work for other teachers was not improving. I was not 'taking every opportunity' to form a good writing habit."

"Habit I consider the most important of all. My daily work would have been more successful, I would have had more time had I known the values of habit. All the habits I thought were essential were for health and of that type. I didn't know that habits in study, routine, and systematic work were of any value. Next year I can and will carry out these principles of psychology."

Out of His Treasury

By HELEN W. LUDLOW

He maketh all things new—'tis Easter-tide!
And yet,
We thank Thee, Lord, thy treasure-house doth hold
Things new and old.
The violet
Looks up to greet us with the same dear eyes
As in remembered springs;
As true and tender arch the constant skies,
And the bird sings;
And out from every field and wood and glen
The springtime calls: "Here's your old friend again."

We thank Thee for the treasures that abide:
For Faith, and Hope, and Memory, allied;
For Friendship, kindled from the undying flame
Of Thy great Love, our Risen Lord, whose Name
Adds glory unto glory thus—the same
Today as yesterday, and evermore the same.

—Southern Workman.

Key to Supervision

By A. L. THRELKELD
Superintendent, Denver, Colorado

DO TEACHERS like supervision? This may seem to be a superficial question, yet it is here presented as a fundamental consideration. I claim that supervision must be so administered as to be recognized by the teacher as something identifiable with his own interest, else it cannot realize its true purpose. In other words, it must be a means to the end which the teacher recognizes as his own. If so, he will like it and only in this situation will supervision reach its real place with the teacher.

Do teachers like their supervisors personally? From a theoretical point of view it is not necessary for a teacher to like his supervisors personally in order to like supervision. If the teacher's interest is primarily in obtaining educational results in his pupils he will be glad to accept anything which helps to that end, even if it comes from a person whom he does not like. The impersonal type of mind can operate in this way.

Is there a growing demand for supervision in the school system? If such a demand is growing, the superintendent will be fairly safe in concluding that supervision is on a constructive basis in that school system.

Does the community recognize supervision as a highly desirable thing in its schools? If the questions above stated can be answered affirmatively it is practically certain that the community will have a favorable attitude toward supervision. Patrons will not be remarking to the superintendent and to members of the Board of Education that teachers are supervised to death; that they are being robbed of all their individuality and initiative; that they are about to suffer nervous breakdowns. If a negative attitude toward supervision is expressed by the public it is almost certain to come from the public's contact with dissatisfied teachers.

Supervision

SUPERVISION of instruction has come with the advancement of civilization through the ages. Socrates was given the cup of hemlock because he was found guilty of a formal charge that he was corrupting the youth of Athens. He was not teaching according to accepted standards. Galileo, teaching in no uncertain terms by actual experiment, was jealously supervised by the professors of the University of Pisa when he, from the seventh tier of the leaning tower dropped two balls, one weighing a hundred times more than the other, and proved to the world a question debated for two thousand years. At a conference these professors declared that this young man must be suppressed, for he was ruining their philosophy. He was not teaching according to traditional standards.—J. McT. Daniel, Columbia, S.C.

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For Bulletin address Director of SUMMER SESSION
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An Interesting Meeting

THE National Society for the Study of Education held two record-breaking sessions during the Boston meeting. Discussions were devoted to "Nature and Nurture; Their Influence upon Achievement," as presented in the Twenty-seventh Yearbook. Dr. Lewis M. Terman was easily the leading man among the contributors to the convincing and gripping evidence of scientific research. The other speakers were Messrs. Bagley, Freeman, Whipple, Judd, Courtis, Gates, Baldwin, and Buckingham, to whom the audiences listened intently and in high exhilaration. The grace, dignity, skill, brevity and happy humor of the presiding officer, Dr. L. V. Koos, would have kept everybody in delightfully good humor.

The studies reported, except two, were uniformly in support of the idea that nature strongly predominates over nurture in its influence upon intelligence. Messrs. Judd and Bagley were thought not to be altogether in harmony with other speakers, but their attitude was not for obstructive purposes, but was a contribution to the clearness of subject matter and the elimination of obscurities. The National Society for the Study of Education is a vast movement for verifying what is true and for demonstrating and bringing into general use whatever of truth may yet be discovered for the benefit of education.

Significance of Health in Education

By HENRY S. CURTIS
Jefferson City, Mo.

IT IS OFTEN said that the great progress of the last generation has been in the material and mechanical field. Yet there is probably no one field in which there has been greater progress than in the field of health. The last generation has seen the conquest of most of the age-long scourges such as smallpox, diphtheria, scarlet fever, and many others with a very great reduction in mortality from tuberculosis. We now have immunizing serums against smallpox, diphtheria, scarlet fever, whooping cough, and possibly measles and infantile paralysis.

Within less than one hundred years the span of human life has been lengthened from twenty-eight to fifty-six years for men and fifty-seven years for women, and the authorities generally say that we have already available the information which would lengthen this span for ten or fifteen years more if it were actually put into practice.

It is well for us to consider just how important this increase in the span of life is and what significance it should have in the program of the public schools. In the past generation more than half of the workmen of the country became dependent on their children or upon public charity by the age of sixty-five. It is no great advantage industrially or perhaps socially to increase the years of dependency. If lengthening the span of life is to mean an increase of the years in which the individual must be cared for by others it will be a questionable advantage.

As the matter is considered closely, however, it becomes evident that this great increase in the span of human life has been made by teaching people to follow better the laws of health, and that the same forces which have caused an increase of days cause also a higher vitality and greater efficiency in all the days that come before its final termination. That in other words the forces which have lengthened life have added to its efficiency all the way along.

It is impossible for anyone to be happy while he is miserable, and a high degree of happiness is inconsistent with poor health. We can only hope for real contentment under conditions of physical well-being.

The Bible says that it is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of Heaven. Perhaps this saying would be even more true if we should put "sick man" in place of rich man, for every ill to which we are subject tends to turn the mind in upon itself. The man with a toothache or a stomach-ache becomes more self-centred thereby. A chronic invalid is usually a chronic bore because he is usually always thinking and talking about himself. We cannot think about and love our neighbor if our thoughts are constantly turned inward by the aches and pains to which we are subject. It is impossible for us to have that type of social mind which Jesus everywhere illustrated and called for as a culmination of the Christian life, if we have at the same time those aches and pains, real or imagined, of the chronic invalid.

The person with abundant health and vitality and that effervescence which goes with it is nearly always a good companion who is welcome in any company, and who makes many friends. It is almost impossible for a person to be a "good fellow" and at the same time have poor health.

There is a long series of social calamities that come from poor health. One of the greatest social calamities is where the father or mother is taken prematurely from a family of children who are thus allowed to grow up without that care and guidance which is so essential to the right training of youth.

Statistics of charity organizations show that about half of all dependence is due to ill-health. It is estimated that the workmen of the country lose more than one billion dollars a year in wages on account of sickness.

The school is interested in health as one of the main factors in an efficient social life. It is the physical basis which must make education efficient. No one can afford an education at the cost of health and happiness. At Columbia they send students home who are not maintaining a high degree of health on the ground that the University cannot afford to spend $800 or $1,000 a year on the training of an individual who has not the vitality to make use of the training after it is given. In the public schools of the country, according to the best statistics available, twenty-five million children lose about six days a year from this cause. This represents an entire school year for about one million children and costs the country something like seventy-five million dollars a year.

These figures seem to justify far greater emphasis on education in healthful living than is yet being given in our programs.

In a republic, education is indispensable. A republic without education is like a creature of imagination; a human being without a soul. —Charles Sumner, in 1873.

Rhodes Scholars

["Oxford of Today." A Manual for Prospective Rhodes Scholars. Edited by Laurence A. Crosby, Frank Aydelotte and Alan C. Valentine. Cloth. Illustrated, 505 pages. New York: Oxford University Press, American Branch.]

PRESIDENT Frank Aydelotte of Swarthmore College and his associates have rendered American schoolmen who desire to be intelligent regarding scholarly England an important service. While it is focused for Rhodes Scholars, past and prospective, it is even more serviceable for those unfamiliar with Oxford.

It is twenty-four years since the first American Rhodes Scholars were selected, 120, but the methods of selection and other features of administration were changed frequently. The mature plan did not get in operation until nine years ago. Since 1919 the number of American Rhodes Scholars has greatly increased, and the qualification of those accepted is much higher.

Notwithstanding the early inactivity of the scheme the record of the Rhodes Scholars has been surprisingly important. In 1926 there were 550 ex-Rhodes scholars in the United States. They represent 182 American colleges and universities. Thirty-nine institutions have sent five or more, and nine have sent ten or more.

Princeton has sent 37; Harvard, 25; Yale, 20; University of Virginia, 17; and Brown University, 16.

In 1926 there were living in New York State 98; in Massachusetts, 46; in California, 31; in Maryland (including District of Columbia), 27; in Pennsylvania, 26; in Illinois, 23; in New Jersey, 15; in Ohio and Tennessee, 13 each; in Connecticut and Texas, 12 each; in Minnesota, 11; and in Wisconsin, 10. Only two states had no Rhodes scholars in its citizenry.

Of the 608 American Rhodes scholars whose record is known, 243 are teachers, 161 lawyers, 61 business, 24 philanthropic, 23 medical, 22 journalism, 19 ministry, 12 farming, 11 research scholarship, 8 diplomatic service, 7 chemical industry, 6 government service, 3 army, 3 secretarial, 2 engineering, 2 forestry, 1 mining.

Of the "teachers" 5 are college presidents, 54 are full college professors, and 72 are assistant professors, 7 are deans, 10 are in other prominent positions, one of these being United States Commissioner of Education.

Things to Remember

If you your lips would keep from slips,
Five things observe with care:
To whom you speak, of whom you speak,
And how, and when, and where.

If you your ears would keep from jeers,
These things keep meekly hid:
Myself and I, and mine and my,
And how I do or did.

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Personal and Professional

HENRY CLAY COX, who died in San Diego recently at the age of eighty-three, was prominent in educational service in Iowa and Illinois, and principal of four different public schools in Chicago. Charles D. Lowry. district superintendent of Chicago, writes as follows of Mr. Cox:—

"Mr. Cox was great as a man, as a patriot, as an educator, and greatest as a friend. Little children found in him one who had never outgrown the childlike point of view, one whom they recognized as an older brother. The teachers under his jurisdiction found in him a friend who recognized their needs with wisdom and sympathetic understanding. His fellow-workers and his associates in all walks of life found in him a charming companion, one who drew from a richly stored mind a wealth of material for most delightful conversation. He was a man who evidenced, through years of intimate acquaintance, that integrity, sincerity and helpfulness which bind men together with cords of love."

We knew Mr. Cox intimately for many years, and his passing adds another to the long list of friends who have passed on.

F. J. VOGLTANCE, Schuyler, Nebraska, superintendent of Colfax County, issues an intensely interesting circular to his teachers and to the public. He is heroic in his defence of his principles in administrative and classroom procedure. Here is a sample paragraph:—

"My little knowledge of the lives of a few thousand of the leading thinkers and doers of the world causes me to believe that pupils, teachers, schools, homes, environments and other surroundings differ in ways too numerous to mention, and I gladly issue a diploma to any pupil at any time he passes the examination regardless of his age—just as Harvard, Yale, Columbia, Oxford, and other leading universities of the world are doing.—Gilbert Burnet, a historian and theologian, entered Marchal College at about eight or nine and graduated with the A. M. degree at thirteen years of age. Died at 72.—James Crichton, a nobleman, entered the University of Saint Andrews at about ten and graduated with the degree A.M. at fourteen.—Timothy Dwight, a clergyman, entered Yale at 13 and graduated at 17. Died at 65.—Jonathan Edwards entered Yale at 13, and was licensed to preach at 19.—Alexander Hill Everett graduated from Harvard at 14, with the highest honors of his class.—Fenelon entered the University of Cahors at 12. Died at 66.—John C. Fremont entered the junior class at Charleston College at 15.—Hugo Grotius, a statesman, entered college at 12, took his degree at 15, and in the same year published an edition of Marcianu's Capello which evinces a wide and critical acquaintance with the works of many Greek and Latin authors. Died at 62.—Richard Le Gallienne, poet, essayist and novelist, graduated from Liverpool College at 15. Henry W. Longfellow entered Bowdoin College at 14.—Cotton Mather graduated from Harvard at 15.—John Lathrop Motley, a historian, entered Harvard at 13.—Andrew Peabody entered Harvard at 11, graduated at 15. Died at 82.—Charles Perrault, a poet, entered College de Beauvais at 9 years of age. Died at 75.—Pierre De Ronsard, a poet, at the age of 9 years entered the College de Navarre. Died at 91.—Torquato Tasso, poet, at the age of 17 received high honors from the University of Padua in four departments of civil law, ecclesiastical law, theology, and philosophy. Died at 61.—Jeremy Taylor, theologian, entered Caius College at 13.—George Tinkerton graduated from Dartmouth College at 16.—John Trumbull, an eminent jurist and poet, passed the entrance examination into Yale College at SEVEN years of age, and graduated first in his class. Died at 81.—Gulian Verplanck, a jurist and essayist, entered Columbia at 11, graduated at 15.—Ignace Paderewski, at the age of three years played the piano, before he was 18 finished all his courses and was professor of music at the Warsaw Conservatory."

DR. ANDREW THOMAS SMITH, principal emeritus of State Teachers College, West Chester, Pennsylvania, died on February 10 after a serious illness since October 15, 1927. Few men have had as varied a professional career as had he after graduating from the West Chester State Normal School in 1883. In 1885 he joined the faculty of that Normal School and was for fourteen years professor; for nine of these years he was vice-principal and for several months was acting principal. He was principal of the Mansfield State Normal School 1899 to 1913, and of Clarion State Normal School for a time. He returned to West Chester State Teachers College in 1916 and succeeded Dr. George Morris as president in 1920.

Because of his early and later connection with the school, in all thirty years, and in two other Pennsylvania State Normal Schools for fifteen years, he had an educational experience never enjoyed by any other Pennsylvania educator. In Wester Chester he was one of the leading citizens civically, religiously, and educationally.

A. H. UPHAM, new president of Miami University, starts off on the one hundred and nineteenth year of the history of the university with a heroic purpose to draw its students from every section of the state and broaden varieties of its appeals to the young manhood and womanhood of the state. Incidentally it is interesting that Dr. Hughes, whom Dr. Upham succeeds, went from this intensified college of Liberal Arts to the presidency of an intensified Agricultural College.

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School Problems

Edited by a School Executive

"Let us not waste time disapproving and reproving, but start where we are with what we have and build."

98. If one-third of a class fail in a high school Latin examination, what is the wisest thing to do? (New Jersey.)

I take it you think you have a fairly good teacher, otherwise you wouldn't be asking this question. You would know what to do.

A failure of one-third of a class may indicate that the work was too hard even with fine presentation. If you notice, I didn't say teaching. Fine teaching would have discovered its difficulties before examination. Of course, it is most necessary to find the cause of such a large failure. It may be the teacher didn't give frequent enough checks as she progressed with the work and your examination provided no optional question, always an unwise plan. In my opinion that size failure would warrant a new examination more carefully planned and graded.

99. For how much of the health work is the classroom teacher responsible? (New York.)

In many systems where it is impossible to have a physical instructor all the time she does some or all of the physical instruction. She may do much more, depending on how many teachers, doctors and nurses are included in the program. But however many may be working on the health program results depend always in no small measure on the classroom teacher. She comes in daily contact with the child, and hers is the opportunity for constant follow-up work. Little good all teaching in posture unless she sees he sits and stands correctly. She follows up the cleanliness, habits of sleep and so on. Hers is the closest relation with the parent and confidence of both pupil and parent should rest strongest in her. It is a good plan to have the complete health record in the classroom teacher's hands so she may constantly watch over each child, building up the weak points day after day. She has the best chance of anyone in the system.

100. What is the best way to deal with the teacher who insists on driving home the pupil's failings? (Oregon.)

His psychology is entirely wrong, of course, and your problem is to make him see that. No one grows better by being told how bad he is, and as for admitting you are wrong, I don't know anyone who enjoys doing that, not even school teachers. Perhaps you can get those two thoughts across to him. When pupils are kept conscious of their failings the result is usually to develop such emotions as resentment and inferiority, neither of which betters the situation. They must be inspired with faith in themselves to do fine things, to do them.

A frank, sympathetic talk with the teacher on the situation, in which he not only gets a clear view of his case, but definite, friendly suggestions as how to go to work to remedy it, is usually the best way to start to help him. Then careful, friendly supervision that encourages and approves must follow for some time. A new book or two on modern psychology and sociology would help him.

101. Is a penmanship supervisor necessary? (New Mexico.)

Most of our normal and teacher college graduates today are trained in penmanship. Publishing firms of penmanship methods are glad to send instructors from time to time to help the teachers, and courses are offered teachers by which they may learn most of the modern systems. These facts have lessened the need of special supervisors in penmanship, and consequently the work is being carried on successfully in many places by the classroom teachers with the help of principal and general supervisors.

102. Why do teachers seem so slow to take on new ideas? Sometimes I think it's lack of loyalty, and again I feel sure it must be something else.—A new supervisor. (Michigan.)

You are quite right. It is not lack of loyalty usually. Your idea is new and you must wait for them to get acquainted with it. It is old to you. You have lived with it until it is a firm friend—perhaps a part of your creed. Give them time. Don't rush them. Tell your ideas to your teachers with all your enthusiasm, all your personality. Remember they are human, and use every bit of salesmanship you possess. Then give them time to assimilate your suggestions, and you will see how whole-heartedly ninety-five per cent. of your teachers will come around.

It is not always wise to sell all your ideas to the whole corps. Save a few choice ones for those who will buy them with enthusiasm, consistent effort and self-sacrifice. Being human we all value so much more that for which we pay.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Nimble Fingers

The old white owl ruffled his feathers and stirred uneasily. Just below him Nimble Fingers was very busy sewing the last rose petal on her pretty, new dress. In and out flashed the needle like the silver wing of a dragon fly.. Over and under went the glistening spider-web thread until at last the rose petal was stitched in place and the beautiful dress was ready to be put on. Nimble Fingers sighed, for she had worked long and hard over her new dress. "I am glad it is done," said she. "It is such a job clothing oneself properly." "Indeed it is," said Nimble Finger's guardian angel. "Indeed it is. Here I sit behind you with needle and thread all ready to sew your spirit a nice new dress and I have no goods to work upon." Of course Nimble Fingers did not hear her guardian angel because the only two words the guardian angel can ever say, which can be heard, are "do" and "don't." "No sooner do we get a new dress," said Nimble Fingers, "than we begin to spoil it. We either spill something on it or wrinkle it when we sit down." "That is very, very true," said the guardian angel, "of the dresses you fashion for your body, since they are made of goods that cannot last, but the dresses I make for your spirit never wear out, never wrinkle and never have anything spilled on them. Dear me, I wish you would give me some material out of which to make your spirit a new dress." Now it happened that Nimble Fingers was sitting on her mushroom stool, where she could look out of her window and see the world go by. "Dear me," she cried softly, letting her dress fall in a heap in her lap, "there is that poor little orphan girl. What a ragged dress she has on!" "You make me laugh, Nimble Fingers," said her guardian angel, "I wish you could see the wonderful gown that her spirit wears. O dear, dear, if I had only a yard of the beautiful goods her angel is working over now what a glorious robe I should make for you." Little Nimble Fingers sighed when the orphan had passed out of sight.

"I won't do it," she pouted.

"I can't do it," she cried.

"I just finished it," she wailed.

"I never wore it myself," she complained.

"But she needs it more than I do, so I shall give the orphan the pretty new dress I have made."

With that, Nimble Fingers ran off after the orphan as fast as she could, and slipping into the house ahead of her placed her new dress where it would have to be seen. Of course she did not notice her guardian angel as she bent down over the dress and lifted up out of it yards of the most wonderful silken goods. She did not see the guardian angel hold it up to the light and laugh happily at the beauty of its color and design. No mortal ever notices such things. "Now I have the goods I need," said the guardian angel, "to make you an evening gown that shall have evening stars sewn all over it, that shall have primroses hemmed in along the bottom and whose buttons shall be delicate hollyhock buds. "Dear me," cried Nimble Fingers, when she reached home again. "Here I am as badly off as ever. I haven't a decent stitch to my name." "Oh, yes, you have," said the guardian angel, "and you ought to see how very beautiful the real you look in it." The wise old white owl on the limb above Nimble Fingers' home cocked his head on one side and winked at the new moon and said: "Isn't it funny, you can't give anything away that you want to give away, and you can't keep anything that you want to keep. What a queer old world. What a peculiar place to live in."

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My Garden

(Thomas Edward Brown.)

Sometimes a poem is of great spiritual value, not so much because of the beauty of its form, as because of the meaning that it gives forth. No flower in the garden is less noticeable than the mignonette, and yet no flower sends forth a sweeter fragrance or spreads it further upon the wind. In the little poem that you are about to hear, the form is much like the blossom of the mignonette, but the fragrance, the sweet spiritual meaning, is of unusual loveliness. Who has not wondered at the source of the beauty of a garden flower? Can man, sitting on the earth, with dirt within his palms, equal the glory of the rose, or distill fragrance from the morning dew? And yet, the power to do these things is in the garden seed that lifts up the garden flower. Truly, then, within the garden walls are powers beyond those given unto man; where there are powers, there are sources of such powers, and the only sources that we know are confined to God.

A garden is a lovesome thing, God wot!
Rose plot,
Fringed pool,
Fern'd grot—
The veriest school
Of peace; and yet the fool
Contends that God is not—
Not God! in gardens! when the eve is cool?
Nay, but I have a sign;
'Tis very sure God walks in mine.

What is the sign of which the poet speaks? Is it not the very beauty of the flowers? Does it not seem as though the blossoms put on their very best dresses and send forth their sweetest odors because they know, what humans often forget, that they are forever in the presence of the Father of us all? Would not each one of us dress up to meet the ruler of the land? The flowers, having no immortal souls, must do the best they can with materials rescued from the scum of things, but man,—out of the free and unlimited sources of his soul man can drape himself in goodness and purity and love.

Mountain Treasure

(From the German)

Deep in his cave the powerful Metal King lived in solemn grandeur, attended only by the spirits of the great metals whose veins carried the wealth of the world through the solid rocks of the mountain side. His great slave, Roaring Fire, slept in a cavern at his feet, and the dull rumble of his mighty breath reached even the outer air and caused the humble villagers to pause in their daily toil and look with fear-struck eyes at the mountain in which he slept. In days past the Metal King has been kind and good to the simple people who lived beneath his cave. He has listened to their prayers in the long snows and heard them above the shrieking of the north wind and sent them, as a comforter, the rosy cheeked son of his great slave, Roaring Fire. He had watched them with pity dragging dull wooden plows through the stony ground and gave them, instead, plowshares of iron; he had even sent them gifts of silver and gold so that they might buy, in distant lands, those things they needed to help their sacred spirits grow. Now it happened that the lazy prince of the country, in thinking over all the great gifts of the Metal King, said to himself: "Surely the Metal King is a fool, for he gives so freely of all he has to those who can give nothing to him in return. Is there any reason, therefore, why, if I ask, I should not profit beyond the rest?" So saying, the lazy prince packed a bag

with necessary things, slung it over his shoulder and climbed to the cave of the Metal King. No sooner had he entered than he regretted having come, for a damp, cold wind, full of the clammy wings of bats and the shrieking of unseen voices, whirled and capered around him, pulling his hair, snatching away his cloak and robbing him of breath. He would have turned back, but he had lost his way. Slowly he stumbled on and on until he came to a vast door through which red arrows of light darted as though shot from a million bows. The lazy prince peered through one of the chinks. A great room widened beyond. In the very centre of it sat the Metal King on a throne carved out of a single block of coal, and before him, spreading about his feet, lay mighty treasures of copper and silver and gold, in and out of which twinkled the bright eyes of a million gems. The sight of the treasure so stirred up desire in the heart of the lazy prince that he boldly knocked upon the iron door and, though he could not hear the noise of his knuckles, a clanging roar rattled and banged so loudly through the great cave that it was heard by the honest villagers in the valley below. "Come in," cried the Metal King, and the iron door swung open, letting loose upon the cowering prince a flood of the golden light.

"What do you here?" asked the King. "I come for treasure," said the lazy prince. "Good," cried the King. "You shall have it all, silver and gold and gems. Lay down your pack, and my good servants shall dress you quickly in a leathern apron of knowledge and give you the great hammer of purpose and the chisel of design and I, myself, shall harden your muscles and train your mind so that you can take these senseless chunks of silver and gold, and, with your magic, bring into being my dreams of beautiful things." "But," stammered the lazy prince, "all that means work." "And would you possess my treasures without work?" cried the Metal King. "Gave I not fire, because people use it to sustain their strength and aid them in their toil? Gave I not iron, because the hand of the toiler needed to be hardened to overcome the earth? Gave I not silver and gold, because those who labor at some useful thing deserve a rich reward?" "But I do not wish to work," whimpered the lazy prince. At his words a terrible frown darkened the brow of the Metal King and his eyes became two moons in a vast darkness and out of his throat roared a hissing wind that whirled the lazy prince upward and outward until it threw him breathless upon the cold mountain side.

For many hours the prince lay in a deep sleep right where he fell. When he opened his eyes the sun was just rising and the shadows stealing softly and quietly out of the valley below him. "I understand, now," he said, "that the Metal King is no fool, and that there is no real treasure that is not paid for in toil and that the riches of his kingdom come only to those who pray for them in the sweat of their brows and the panting of their lungs."

So saying, the prince rose up and began a new life, and each day he sweated and each day his lungs panted and the Metal King heard and answered with all the treasures in his kingdom.

The Shield and Spear

That he had suffered wrong no man doubted. That his enemy prospered and waxed strong and laughed at him, no man doubted, either. There were those among his friends who said: "Arise and take vengeance on this slayer of your peace. Are you a child that you should be treated so?" But the man answered: "And if I slay this evil one and there is blood upon my right hand will you receive me into your houses as before?" And his friends placed their hands upon their chins and thought. "It is not well," said one, "that our wives and children should break bread with one who has slain another," so the man watched and waited, and again friends came and said: "This enemy of yours scoffs at you. He says you are a simple man, easy to rob, and not to be feared. Go, therefore, in the night and burn down his barns," but the man said: "And if I set fire to his barns and his beasts suffer in the flames and his corn is burned so that all hunger in the winter time, will you, as of old, welcome me with outstretched hands and sit your children on my knees?" And again his friends placed their hands upon their chins and thought, and one said: "It is not well that children should be brought to listen to the words of him who has done a savage deed." So the man watched and waited and again his friends came to him and said: "What is this thing that we hear? Will you let your fairest daughter marry this man's son? Forbid the bans. Thus will you avenge yourself on him and his." But the man said: "And if I prevent this marriage and my daughter spend her days in weeping, and this young man despair, will you, as of old, consider me a just and upright man?" And his friends, a third time, placed their hands upon their chins and thought, and one said: "Truly, there is justice in what you say." So the man watched and waited and grew old and people loved him, but the other, who had wronged him, walked apart from the paths of men. And the day came when the two men met at the well from which both had drawn water all the years, and he who had been wronged said: "Brother, why did you so?" and the other hung his head and was ashamed. "Brother," said he who had been wronged, "in an old book once, in my youth, I read these words:—

" 'I give thee patience as a shield, and the eternal law, barbed with a bitter justice, as a spear. If thou art wronged, lift up the shield, but another and mightier hand shall speed the spear.'

"Tell me, did I do well to follow the ancient words?" but the evil-doer hid his face in his cloak and groaned. "Upon your shield I have wasted all the beautiful years," he said. "Bitterness has been my portion. It would have been far easier had you struck me back. As for the spear, it has grown rusty, festering in my soul."

Faith

Just what is faith? We hear so much about it and yet understand so little its true meaning.

I hear various answers return to me. One person says: "He who labors to bring into physical being a great idea shows faith in himself." Another says: "He who, in spite of the evident selfishness of his fellow man, sees good in him and trusts him finally to do the proper thing, has faith in man"; another says: "He who suffers all the afflictions of earth and yet finds breath to praise his Maker has faith in the purposes of God."

These are all true and worthy explanations of the deep meanings underlying faith. As the air is to our lungs and water to our thirsty lips, faith is to the spiritual life of man. It is the great sea out of which he draws his nets full of the simple truths of life. It is the great plain from whose breast springs the eternal grain that nourishes his soul; it is the mighty, uplifted hills on whose glowing peaks rests the radiance in which man looks for God.

Faith is belief which needs no proof such as the intellect weighs truth, drawing its certainty from sources hidden in the soul.

"Believe in your fellow men," says John L. Hunter, "believe in yourself and your God; believe that this world and you in the world were created for ultimate good; believe that your efforts can be strengthened; believe that the result of your efforts can be improved with each rising and setting of the sun; believe that good cheer and courage, hope and aspirations, kindness and affection are to your life what the granite has been to the pyramids, and water to the flowers, and you will have faith. Yes, and life, that will know no obstacle too great to overcome, no weakness that cannot be supplanted with strength, no task beyond you, no lack of good things in this world that is filled to overflowing with good things, no limit to what life may bring you. And that is faith."

EDUCATION IN ACTION

Students Ban Jazz As Bad Influence

Students of the West Side high school of Salt Lake City have decided that jazz music is not good for them. Balloting on the question, the students voted 465 to 312 to ban "riotous" melodies from their general assemblies and to listen only to classic and near-classic numbers. Following up a campaign begun by Principal Fred D. Keeler, the Red and Black, school newspaper, came out with a voting blank printed on the front page calling on students to decide whether they approved of the principal's drive against jazz or wanted the "tom-tom banjo and shrieking horn" variety of music continued in their general assemblies.

Co-Eds War on Dutch Treat

Nine Columbia University co-eds, stung by repeated refusals of their escorts to pay dinner or soda checks and theatre bills, have formed a club and sworn by all the eternal gods that henceforth they will not open their pocketbooks when out with college men. The movement for financial equality has steadily gained strength on the Morningside campus for the past two years, and in certain circles the "Dutch" system is the rule. "We just had to rebel some time," said Miss Bettie Fell, president of the, as yet, unnamed revolutionary order. "How can a poor college girl on an allowance be expected to pay? When mother was a girl a man who was in love was willing to make any sacrifice, but nowadays they talk about economic independence and the right to vote. Now, I ask you, what has that to do with who shall pay for a hot fudge sundae?" But the men of the university seem not in the least perturbed. They quote the wheeze about the number of fish in the ocean and continue to economize on their dates.

Has Mentality of Youth of Nineteen

Bernard K. Symonds, chronologically speaking, is eleven years old, but mentally he is nineteen on the basis of tests given at the Pittsburgh public school where he is a student. Since he started to school six years ago he has had three double promotions and his teachers want him to enter high school next fall. But his father, Louis J. Symonds, will not permit the lad to be advanced to high school because he would be placed among much older children. He is an omnivorous reader, mixing adventure stories with works of Jules Verne and H. G. Wells. Right now Bernard is mostly interested in reaching the age of twelve in order that he may be graduated from cubdom and become a real boy scout.

First Arithmetic Published in America

The first book on arithmetic published on the American Continent was printed in Mexico City in 1623, its author being Pedro de Paz, according to Dr. Florian Cajori, professor of the history of mathematics at the University of California. There is only one copy of this work known to be in the United States and this was obtained by Dr. Cajori for the University of California. Paz's treatment of definitions is rather hazy, according to Dr. Cajori. Beginning the book with his reasons for writing it, Paz says: "Nothing is more necessary to this country than a book from which can be learned without a teacher the rules for integers and fractions." An important factor, he explains, in the representation of arithmetic is putting it in an attractive form. He promises his readers a second volume which will be more advanced than the first, but warns that the first must be mastered before the second can be understood. The second volume never appeared. While Paz's work possessed no originality of treatment, being modeled on other seventeenth century mathematics books, it exhibits good judgment in the selection of topics for beginners, says Dr. Cajori.

Sex Education Shows Gain in High Schools

Sex education in public high schools is generally increasing, partly, if not chiefly, as a result of the support given its introduction by the United States public health service. The interest of the public health service, as concisely explained by Thomas Parran, Jr., assistant surgeon-general, is that children may receive sex education from competent teachers in the schools and "not in the alley or near the garbage can from obscene companions." Surveys by the public health service show the increase. In 1920 there was sex education only in about forty per cent. of the schools from which answers were received to a questionnaire from the public health service. Of these schools, sex education was occasional or incidental in 25 per cent., and a part of the regular course of study in only 15 per cent. In 1927, while sex education was given in 45 per cent. of the schools heard from, an increase of only 5 per cent, it was a part of the regular course in 29 per cent. of these and incidental in 16 per cent.

Forests Could Erase Rural School Tax

The New York State Conservation Commission in co-operation with the State Education Department believes that it has found a way by which rural school districts can wipe out their entire school tax within fifty years. The establishment of "school district forests," planted annually as part of the observance of Arbor Day, will in fifty years produce sufficient revenue to take care of the cost of operating the schools, it is asserted. Already twenty-eight of these school district forests have been started in New York State. It is expected that the number will be doubled this spring. Figures compiled by the Conservation Commission show that within fifty years a school district forest of from 200 to 300 acres will enable the district to wipe out its school tax. The law provides that after fifty years one-fiftieth of the forest area may be cut and replanted each year. In a 300-acre forest this means that six acres of timber may be cut each year, providing an annual income of approximately $3,000.

Cramming Fails To Give Results

A movement against cramming in British schools, designed to make the transference of children from primary to secondary schools less dependent upon that mechanical form of training has been set on foot. The promoters have devised what they believe to be a more reliable method of selection. The children in question are those attending primary schools in England and Wales, who, at the age of eleven or twelve, are selected by means of an annual examination for transference to secondary schools for a course of higher education extending to the age of sixteen. Only a small proportion of the children are chosen and it has been found that some of the successful candidates—those who have gained place through cramming—fail afterward to justify their selection. To remedy this state of affairs it is proposed that a proportion of the scholarships shall be awarded by primary head teachers, on the ground of character and general merit, the rest to be awarded on the result of an examination set by a joint committee of authorities of the secondary and primary schools.

Would Send Parents to School

"Sending father and mother to school to learn how to deal with the problems of the children would have been considered putting the cart before the horse not many years ago," declares the Sioux City Tribune. "It has something of a novel sound even today. We are so much more accustomed to sending the children to school to learn at least a little about how to deal with the problems they will face as future fathers and mothers." Many of the problems of child training and development have been shifted first from the father to the mother and then largely to the schoolteacher, it was said. "It is too often true," the Tribune continued, "that the teacher knows as much or more about not only the child's mental development, but his physical and moral welfare as well, as do the parents, or at least the father. The home is essentially the basic institution of our national life. Production of better individual members of oncoming generations is the most important function the home can perform. If help can be given fathers, as well as mothers, in realizing this, and in understanding the problems they will have to meet and the way to meet them better by sending them to school they should go. More intelligent home cooperation with the American schoolteacher will be generally beneficial."

Paris Now Has Open-Air School

In a thickly populated district of Paris an open-air school along modern educational lines has been established. On admission each pupil is given a physical examination by a physician and a Binet-Simon mentality test, and then assigned to the school work which the examinations indicate he is fitted for, no matter how old he may be.

Urges More Night Schools

American educators have lost sight of millions who leave school at an early age to work in the trades and industries of the country and have given their attention exclusively to the youth who stays in school, declared Dr. Charles A. Prosser, director of the Dunwoody Industrial Institute of Minneapolis. "Certain it is," he said, "that there is no feeling in this country that adults are still in the process of being educated after they leave the regular schools or that it is the business of the state to provide instruction for all whether working or not. Most adults attend the evening schools which we now have in order to improve their vocational efficiency. This form of education under the stimulus of national and state aid is helping some 400,000 wage earners. Wherever these schools have been opened in the United States they have been literally crowded to the doors. Every sign indicates that we are on the eve of a tremendous development of adult education in this country. Doubtless this service will take many forms. One of them will be the widespread use of the evening classes supported and controlled by the public. This will be not only simple justice but true democracy in education."

Near East Colleges Get $2,000,000 Here

Gifts totaling $2,000,000 have been raised for the $15,000,000 endowment fund for the six American Colleges in the Near East since the nation-wide campaign for funds started December 2. These gifts bring the total endowment up to this time to $9,010,760, plus the $1,000,000 from the Rockefeller Foundation for Medical Work at the University of Beirut. The $2,000,000 was received from 2,750 subscribers. The fund is intended to put the six colleges on a permanently self-supporting basis, according to the plan worked out by the late Cleveland H. Dodge. The six colleges are the American University of Beirut, Robert College, Constantinople, Woman's College, International College of Smyrna, Sofia American Schools and Athens College in Greece. They have a total enrollment of 3,178 students.

Non-Athletes Best In 23 Colleges

Athletes in twenty-three colleges showed a slightly lower scholastic average than non-athletic students in a survey of forty-four colleges and universities made by the Carnegie Foundation for the Advancement of Teaching. Fourteen institutions, the report showed, credited the athletic group with a higher average, while five gave them equal rating. Two reported particularly on football players, the report said. One of these, the statement showed, placed all but twenty-five per cent. of the gridiron players below the average of their groups. The other reported juniors and seniors who did not participate in the sport had a slightly higher average than those who did. Dr. Howard J. Savage, staff member in charge of the study of college athletics, said in the report that results of the survey were inconclusive, because no uniform basic method had been used in the comparisons.

Memorial College At Khartum Active

The Gordon Memorial College at Khartum, Africa, has now become one of the most practically useful institutions in the Sudan, according to the annual report issued in London by the governing committee. The college, with over 8,000 elementary vernacular school pupils, now includes sections for engineering, science, accountancy, clerical training and the like. Only forty-two boys were available for government employment last year, while there were 103 required. The sending of specially selected students to the American College at Beirut, Syria, continues and in every case so far has proved mutually satisfactory. The Sudan Government not only helps Gordon Memorial College very largely, but works very closely with it in Sudanese education generally and it is now not only regarded as the flower of the government's educational tree, but from it its new educational seeds are being increasingly derived.

Blind Girl Heads Class

Angeline Raneri, seventeen, a student at Junior high school, Johnstown, Pa., is blind, but that condition didn't deter her from ranking highest in studies last month among the 1,050 students. Angeline lost her sight seven years ago when a bomb, sent through the mails, exploded in her home.

School Head Favors Study of Aviation

A course in aeronautics may be included in the curricula of the Baltimore public schools. Dr. David E. Weglein, superintendent of public instruction, was so impressed with the arguments presented by Colonel Charles A. Lindbergh at the National Education Association's convention in Boston, that he expects to make the recommendation to the school board. A course in flying and a course in manufacture, Dr. Weglein said, could be introduced in the technical schools and provision should be made for giving information about airplanes in the elementary schools so that pupils may grow up with the subject. Dr. Weglein is one of several school superintendents from various parts of the United States who is serving on a committee of the Guggenheim Foundation to study this phase of the development of aeronautics.

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TREND OF THE TIMES

TEXTILE INDUSTRY retains its place as the least hazardous of major industries, according to statistics compiled by the National Industrial Conference Board. In the textile industry accidents occurred at a rate of 31.48 a thousand workers in 1926, the latest year for which statistics are available. Other industries, in the order of their accident rate, were ranked as follows: Chemistry, cement, automotive, food, power press, petroleum, rubber, public utilities, metals, paper and pulp, quarries, construction, packers and tanners, woodworking and mining.

OLD CHINESE lunar calendar has been ordered abolished by Marshal Feng Yu-hsiang, revolutionary leader, who is seeking to modernize China. When China became a republic in 1912 adoption of the occidental calendar for official purposes was proclaimed, but the 400,000,000 Chinese paid practically no heed to the order, clinging to their old calendar with its shifting New Year's day. Marshal Feng orders that all records and legal documents be dated in occidental style and that all festivals in the old calendar be abolished or observed on the corresponding day of the western system.

LANGUAGES SPOKEN throughout the world total 2,976 different kinds according to carefully compiled statistics from the various countries. This number includes the many barbaric means of expression used in various obscure corners of the earth. Of the 860 distinctive languages existing today forty-eight are current in Europe, 153 in Asia, 424 in North and South America, and 117 in Oceanica.

AIR MAIL reliability was indicated recently in figures showing that only one letter is lost for about each 38,000 mailed. Since 1918, directly after the war, airplanes carrying United States mail have flown 22,000,000 miles, carrying 10,000,000 pounds of mail with a loss of only 2,386 pounds, with a remarkable efficiency of .9997, which means that only .000238 per cent. of the mail was lost.

DISCOVERY of evidence tending to show that the process of creation now is going on in the heavens, and that the earth, instead of disintegrating as long has been believed, is going through an endless cycle of evolution, was announced by Dr. Robert A. Millikan of the California Institute of Technology. He indicated that the atoms which form oxygen, silicon, magnesium and iron are being constantly created in the heavens and shot with terrific speed into the body of this planet. The cosmic rays are held to be energy which escapes during the process of formation of these atoms.

MUSIC is being played for the first time in the prisons of France and the results amaze the jailers. Within a week after the entertainment was introduced, thousands of letters were written by prisoners to neglected families and friends, and even the courts, confessing "the truth" and indicating repentance. Five concert artists of note now play regularly in the penitentiaries in and around Paris. They play classical selections, but are unseen by their audience. This came about when Louis Barthou, Minister of Justice, revoked an order that had stood for centuries prohibiting the entertainment of prisoners.

AMERICA now stands first in the sciences of astronomy, geology, psychology, biology and its allied paleontology according to Dr. Joseph Mayer of Tufts College, Medford, Mass.

MORE PEOPLE than the world contains would be required to produce by hand what Americans alone produce by machines today, recent calculations show.

HAWAII contains 35,000 native Americans, 70,000 Portuguese and 130,000 Japanese, but they all have the American point of view and respond to American ideals, declares Governor Wallace R. Farrington. Girls, reared under American influence, are just as much flappers as New York girls.

DRIED APPLES strung on stout linen thread, which half a century ago were to be found festooned about the village grocery store and draped from attic rafters in farm houses in New England, are seldom seen nowadays. One New Hampshire woman made a valiant attempt last summer to restore the popularity of the erstwhile delicacy. But a younger generation only laughed at the "puckered fruit" and would have none of it.

PAN-AMERICAN ARMY comprised of 200 soldiers from each American nation and provided with a warship to maintain order on the western hemisphere has been suggested by Abraham Martinez, director of the bureau of information for the government of Colombia in New York. He offered this as a solution of problems arising from intervention by the United States in Latin-American countries.

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The BOOK TABLE

OUTLINES OF EUROPEAN HISTORY. Part II. From Seventeenth Century to the Present Time. By James Harvey Robinson and Charles A. Beard. Enlarged and Revised Edition. Cloth. 870 pages. Boston, New York, Chicago, London, Dallas, Columbus, San Francisco: Ginn and Company.

To comment on the historical writing of Robinson and Beard as historians, as literary writers, as masters of students' interests and as artists in so presenting world movements that they relate the parts to the whole as creative architects. They are never propagandists, nor do they dodge responsibility for recording truthfully whatever is vital in the perfection of world creation in great epochs. The great charm of whatever Robinson and Beard write for American schools is that it views everything in history in its relation to the world of today, which means its relation to American problems of today.

NATURE: PAINTING AND DRAWING BOOK. By F. McIndoo.

OUTLINE DRAWINGS. By Edward Christman and Susan Smedley. Heavy paper cover.

Kansas City, Mo.: McIndoo Publishing Company..

The object of this book is to assist the child in gaining a few simple facts about Nature, as well as to train the eye in observation and the hand in accuracy. The landscapes for the bird sketches indicate the environment different birds prefer. In coloring the birds, exact color markings should be followed.

The panels on the "Migration Tree" will be dated by the child at the time it sees the bird. If it is in the spring, the panel should be colored green; if in the autumn, the coloring should be brown, or yellow, and if in the winter, the space may be left white, or made dark blue.

Compositions should relate the actual knowledge of the child, as well as enumerate the objects in the picture under consideration.

W. O. McIndoo has a bit of nature verse from which we quote:—

Nature Study is "the out-of-doors,"
So wonderful and so fair;
Look at the sky, where the eagle soars—
Look in woods or field—it's there!

My garden is a fine place to go
To study Nature so fair;
Vegetables and flowers you know,
And birds, hunting bugs, are there!

The snake, the worm, and the little toad,
Each has its home in the ground;
Flowers bloom by the side of the road,
And bees in clover are found.

The brook flows on—on down through the wood,
And the birds nest in a tree;
Most everywhere in this neighborhood
Nature has secrets for me.

THE TECHNIQUE OF STUDY. A textbook for use with upper secondary and lower division college students. By Claude C. Crawford, University of Southern California. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Professional educational books multiply in quantity and after several publishers have imitated a professional adventurer the market is saturated with that strain of literature, and some new adventurer, or. as in this case, the magnifying of a previous venture, attracts attention and creates a new strain.

Professor Crawford's genius is along two lines. First: His subjects are interestingly suggestive, such as Selecting Courses, Taking Notes, Listening to Lectures, Using Textbooks, Acquiring Skill, Developing Interest, Using the Library, Preparing Papers, Taking Tests, Working in the Laboratory.

Second: The student is definitely helped to think, use and remember. The "Questions and Exercises" are fewer than one usually meets in professional textbooks, but the Matching Test, the True-False Test and the Short-Answer Test are genuinely refreshing and adequately extended and intensely useful.

Professor Crawford has struck a rich vein of good sense and inspiration.

HIGH SCHOOL ADMINISTRATION. By Herbert H. Foster, Beloit College. The Century Education Series, Charles E. Chadsey, editor. Cloth. 670 pages. New York and London: The Century Company.

It is highly interesting that a book of nearly 700 pages can be published on "High School Administration." Not the least interesting feature of the book is the fact that it is not "Secondary School Administration." It would be interesting to know what influenced author and publisher to demonstrate such common sense as this reveals. This sensible attitude is the more surprising in view of the fact that the editor of The Century Education Series proclaims the real purpose in publishing "High School Administration" is to help "bring about a condition out of which a real profession will develop." The idea of a twentieth century educational profession that would not substitute "Secondary Education" for "High School Administration" is unthinkable. The primary purpose of professionalized education is to promote the use of terms that have not been used before. Teachers colleges dreamed of a profession of education.

It would be gratifying to know just when the author of "Principles of Teaching in Secondary Schools" decided to name his more pretentious book *"High School* Administration." This new strain of sanity is in evidence from the start on "The Scientific Basis for Administration" to "External Relations of the High School." Nowhere else can there be found such a confidential wholesome discussion of every phase of the past, present and future responsibility for the relation of the teachers, principal, superintendent, City Board of Education, and the colleges and universities to the boys and girls and their parents, to the small as well as the large public high school.

DAYS BEFORE HISTORY. By H. R. Hall. Cloth.. Illustrated. New York: Thomas Y. Crowell Company.

This is a fascinating story of the world before history began. It is ingenious in its plan for interesting boys and masterful in the way it fixes the order of events in the days of huts, of food from wild animals, of nuts and roots, of cattle and corn, of hunting and fishing, of bows and arrows, of spears and axes, and pottery and everything else that is known of nature and human nature in "Days Before History." It is a book that children will enjoy and from which they will profit.

Books Received

"Economic Institutions." By Willard L. Thorp. — "The Technique of Curriculum Making." By Henry Harap.—"Making a Living." By Leverett S. Lyon.—"How to Measure." By Guy M. Wilson and Kremer J. Hoke.—"A Manual for Student Teachers." By Hugh Clark Pryor. New York: The Macmillan Company.

"Inclined Lettering." (For Mechanical and Machine Drawing.) By R. O. Buck and H. W. Michelson. — "Mechanical Drafting Handbook." By Frank Kepler. Milwaukee, Wisconsin: The Bruce Publishing Company.

"The Technique of Study." By Claude C. Crawford. — "The Progressive Primary Teacher." By Martin J. Stormzand and Jane W. McKee. Boston: Houghton Mifflin Company.

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GRINS BETWEEN GRINDS

Bright Errand Boy

A senior wrote a letter to his girl (touring Spain) and one to his rival. He sent the letters to the box with a prep. Later . . .

"You mailed my letters?"

"Sure, but you made a mistake—you put the two-cent stamp on the Spanish letter and the five-cent stamp on the other."

"So you added more stamps, I hope?"

"Don't think I'm so stupid. I just changed the addresses."—Ohio State Sun Dial.

His Job

Mrs. McGuire—"And what is your old man?"

Mrs. McGinty—"A banker."

Mrs. McGuire—"A what?"

Mrs. McGinty—"Sure, he banks up ditches."—Cornell Widow.

His Last Question

A dapper city chap out in the country stopped to talk to an old farmer bent with years of work.

"Why is it," the young dude asked, "that you were so careless as to let yourself get so bent?"

"I'll tell ye," said the old sod buster. "See that field of wheat out there? Well, my boy, ye'll notice that it's the stalks that's got something in their heads that's leanin' over."—Capper's Weekly.

The Strenuous Life

Judge—"Why have you not made these alimony payments?"

Defendant—"I can't start 'til week after next, judge. There are still two installments due on the engagement ring."—Life.

Willing to Chance It

Johnny—"Please pass the cake."

Mother—"Son, you'll burst if you eat another piece."

Johnny—"Well, then pass the cake and everybody get out of the way."—Capper's Weekly.

First Cost a Small Item

He—"I'm going to buy myself a harem."

It—"What do you mean? You can't buy a harem, can you?"

He—"Sure. I saw a sign at a gas station that said: 'Eight Gals for a Dollar.'"—U. of S. California Wampus.

His Unlucky Stone

"Tough luck, old man. I heard all about the breaking off of your engagement to Pearl. What was the trouble—the diamond?"

"No," sighed Reggie. "The diamond was all right."

"Then was it Pearl's fault?" asked the friend.

"No," said Reggie, glumly.

"Neither Pearl nor the diamond?"

"No," said Reggie, "it was the mother-of-pearl."

The Moral

"Pa, won't you please help me with my Sunday school lesson? It's about Noah and the flood, and we've got to say what the story teaches us."

"Why, that's easy, my boy. Obviously it teaches us that we should always provide for a rainy day."—Boston Transcript.

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JOURNAL MAIL BAG

Student Conduct in Kansas City

Editor, Journal of Education:—

In this period when student conduct is much discussed, it seems in order to be advised as to what the schools are doing to stabilize the conduct of adolescent pupils.

In every high school in Kansas City some form of student participation in regulating conduct based upon the fundamental home-room idea is in force. This home-room is almost the universal pattern in city high schools, but has many variations and adaptations. However, in the high schools of Kansas City the home-room is established for registration of attendance, stabilizing student conduct, and controlling extra-curricular activities. The teacher in the home-room becomes the counselor, adviser, or sponsor of the pupils in that room.

Since there are diversities of plans on the same general outline, it becomes necessary in order to give an intelligent discussion to select, as a type, some one particular school. For that reason Central Junior High School is selected. Details as far as they are given in this article are the details of this plan in this school as worked out by the principal of the school, Henry King.

There are 1,450 pupils enrolled in the Central Junior High School. It is a new school building, having been completed only three years ago. The students all assemble simultaneously in home-rooms where their first duty is, through their appointed officers, to take the attendance and deliver a record of the attendance at the central office. Next, through committees, phone calls or visits are made to the homes of those who are absent so that a report may be made to the home-room on the following day as to the cause of absence.

Each home-room elects a president, who becomes ex-officio a member of the student council. The student council is the central power in regulating student conduct and supervising the extra-curricular activities.

When the general assembly of the school is held, the home-rooms are seated as units in the assembly, and in their subsequent unit meetings anything occurring in the assembly may be freely discussed.

In the cafeteria a certain group of tables is assigned to each home-room. A definite proportion of the students of the home-room are assigned to these particular tables at each of the cafeteria periods. Some monitor of the home-room accompanies each group to the cafeteria, and this student reports to the home-room any conduct of a particular pupil which cannot be adjusted in the smaller group. No teachers are in the cafeteria during the meal times and the conduct of the pupils is good.

In the study hall four or five hundred pupils at a time will be found busy at their work while the attendance is checked by student monitors. The conduct in study hall is exemplary. In passing through the halls teachers of the school never supervise, but groups of students govern themselves and regulate the conduct of individuals, and they demand conformity in all matters of conduct.

The whole plan, which Principal King calls "social service units," is a training agency to establish standard behavior of students. These home-room groups of students are fixed by alphabetic arrangement and not in regard to class, mental ability, or any other distinctive characteristic. It is a democracy by united grouping.

One of the results of the system is to break up intense class rivalry in school and substitute a school spirit instead. This organization of social service units has charge of all athletics and other extra-curricular activities in so far as conduct of students is concerned. Mr. King finds it a valuable aid to discipline. In fact, it comes more nearly making discipline unnecessary than any plan which he has tried.

Very truly yours,
A. M. Barrett,
Kansas City, Missouri.

What's in a Name?

Editor, Journal of Education:—

In reply to Mr. Worth McClure's article in the Journal Mail Bag of January 11th, which discussed the reply to question "What is the proper relationship between the principal and the supervisor?" and to the objection he raises on the point in the answer that the principal is host of the building and responsible to the supervisor who guides activities through him, I wish to say that Mr. McClure's assumption "that the term 'supervisor' means supervisor of a subject" is where the difference in opinion arises, and were that assumption correct Mr. McClure would be entirely correct in his analysis of the situation. But the assumption is incorrect. The word supervisor was used in the bigger meaning as supervisor of elementary education, supervisor of junior high schools, supervisor of senior high schools, in some places called "directors," in other places "assistant superintendents" or the person in charge of general supervision between the principal and the superintendent. With the larger meaning in mind the editor solicits a review of the question and answer.

Editor of School Problems.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for April 1, 1928.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared A. W. Belding, who, having been duly sworn according to law, deposes and says that he is Associate Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Business Manager—Isobel R. Lay, 60 Dartmouth street, Somerville, Mass.

2. That the owners are:—

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A. W. BELDING,
Associate Editor.

Sworn to and subscribed before me this 27th day of March, 1928.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

Lift Your Aim

By Douglas Malloch

We never win, we only make
A mark more near the skies,
Keep shooting for the shooting's sake,
Not just to win the prize.
The thing today we call the best
Tomorrow is tomorrow's test;
We never win, we merely find
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